

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/07/2018 01:12 PM

Technical Review Coversheet

Applicant: Broward College (U336S180034)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Services		
1. Project Services	15	12
Quality of Project Design		
1. Project Design	40	38
Quality of the Management Plan		
1. Management Plan	25	23
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	93
Priority Questions		
Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	3
Novice Applicant		
1. CPP 3	2	2
Sub Total	8	8
Total	108	101

Technical Review Form

Panel #1 - Teacher Quality Partnership - 1: 84.336S

Reader #1: *****

Applicant: Broward College (U336S180034)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

i. The applicant provides evidence of collaboration among faculty from three academic pathways whose focus is training candidates in STEM and computer fields of study (e51). The faculty will work together to strengthen course content through integration of disciplines (e53).

Additionally, an agreement has been reached between the applicant and the LEA district to support the proposal. For instance, BCPS will provide in-kind support through delivery of an orientation program and by assisting in the redesign of an induction program for novice teachers (e61).

ii. T-PREP targeted areas include: recruitment of underrepresented candidates and mentor teachers, professional development, support during training, strategic hiring, and support for novice teachers (e24). For example, high school seniors will be the focus of recruitment efforts. Graduating high school students will be invited to attend a Summer Bridge program where they will learn about the education program, sign up for classes, and discuss financial needs (e36).

The impact of summer programs (e25), ongoing training of mentors (e25), use of a contextualized curriculum (e26), differentiated instruction (e27-e29), and teacher residency (e29-e30) were well-documented as appropriate practice to bring about better recruitment, preparation, and retention of teachers. An example of a particular research-based practice is Positive Behavioral Interventions and Supports that trains educators to better meet the social and emotional needs of students in their classrooms (e39).

iii. T-PREP hopes to extend clinical experiences for the preservice teachers through early field experiences and a one-year, four-days per week teacher residency program that is linked to pedagogical coursework. A rationale for the earlier field experiences and residency programs in high need schools was provided (e31-e31). There will be a new teacher induction period (e27-e32). Therefore, there is evidence of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Weaknesses:

i. The applicant provided no evidence that the partners from the district or the content colleges were participants in developing this program (e55-e59).

ii. No weaknesses noted.

iii. There are few details regarding the role of content faculty in teaching and supporting inclusion of STEM and computer science knowledge and skills. Additionally, little mention is made of how preservice candidates will be trained to meet the needs of the diverse school populations they will be encountering in clinicals. Attainment of content and special needs training is sketchy. It would be helpful to the applicant to provide the specific roles of educators responsible for fulfilling these specialized needs (e25; e31-e32).

Reader's Score: 12

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of:

(i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)).

(ii) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable;

(iii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition.

Strengths:

i. A detailed conceptual rationale for T-PREP is found in Table 1 (e32-e47). The applicant appeared to put much thought into the creation of the tables and figures for each goal and the supportive narratives for them. In addition, a thorough quantitative and qualitative needs assessment was conducted prior to writing the proposal (e77). Particular findings relative to the activities included in the grant was a critical shortage of teachers, especially those who mirror the population of the school.

The applicant provides a statement of need based on district statistics of high poverty and high underrepresented populations (e20-e24). Goals of the project closely align to the needs.

ii. Detailed and measurable goals, objectives and outcomes have been presented (e47-e48). For example, Objective 1 includes a recruitment plan highlighting an expectation that 80% of high school students completing the summer bridge recruitment activities will enroll in the Pathways program. This is both reasonable and measurable. A comprehensive Logic Model is found which includes problems, inputs, strategies, and short- and long-term outcomes (e97).

Use of programs such as PBIS, BASIS, and Leaps will help foster an understanding of the special needs students included in the target population, and provide methods to help them achieve. For instance, PBIS provides educators with the skills to recognize student behavior needs, intervene early with research-based strategies, then monitor and assess the value of the interventions. These programs currently exist in the district (e39).

Recruitment begins early through applicant interaction with high school students who are involved in the Future Florida Educators of American club and the Urban Teacher Academy (e35). Recruitment of community college and career changers is also presented (e36).

All candidates will earn an associate and bachelor's degree, pass the required licensure testing, receive an ESE endorsement and be offered optional ESOL and/or Business Ed/Tech Ed certification (e35).

iii. Activities in the proposal are intended to help build capacity and continue to achieve results by adding underrepresented teaching staff that have augmented STEM and computer teaching skills to BCPS schools following the life of the funding. Additionally, reading endorsements and the ability to obtain a career Technical Education certificate will be put into place and will be used beyond the life of grant funding (e40).

The grant proposes to fund residency tuition when the candidate agrees to teach in Broward County Public Schools for at least three years after completing the residency. This aspect is positive in regard to filling the need for an underrepresented cadre of teachers for the partner schools (e43).

A stipend will be paid to mentor teachers during the year-long residency program (e43). They will also receive 35 hours of training provided by Broward College and Broward County Public School faculty, thus helping to create a feedback loop between the mentors and Broward College faculty (e44).

An Individual Professional Development Plan will be developed by graduating teacher candidates prior to inclusion into the two-year induction protocol (e45-e46). Additionally, Figure C details the availability of a New Teacher Academy, TIER support, coaching, learning communities and professional development opportunities for the novice teachers during the induction (e45-47).

iv. Summer Bridge programs are provided for incoming high school seniors to better prepare them for College. This is an exceptional idea that with intensity may bridge the readiness gap found in the applicant's recruitment pool (e24).

Weaknesses:

i. No weaknesses noted.

ii. A chart showing variations in the education pathway between traditional high school candidates and career changers would be helpful. It is uncertain how high school students receive the content knowledge needed in STEM and computer technology. It would also be beneficial for the applicant to explain how previous knowledge of skills and career changes might aid them in obtaining credentialing in content areas (e47-e48; e34-e35).

iii. While capacity building activities are in place, there appears to be no funding incentives to continue the program at the level intended. The applicant should provide supportive documentation to assure there is revenue to continue this program (e7-e8; e20; e 23).

iv. No weaknesses noted.

Reader's Score: 38

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Strengths:

i. A detailed Program Management and Oversight plan was provided (e56-e60). It appears that the applicant has the personnel in place that are able to carry out the goals and objectives of the proposal to a successful end. Careful delineation of roles and primary responsibilities makes the project more doable for a novice funding institution. For example, four project managers, including the Project Director, will need to be hired and funded (e57). Detailed job descriptions exist, providing responsibilities for each position (e121-e127).

A T-PREP program timeline in provided that links the objective with the personnel and their major tasks, then provides designation of year in which the activity takes place (e57-e61).

ii. Purpose is clearly driven by the needs expressed in the needs assessment (e76-e85). . The need for teachers from underrepresented populations will help support the high population of (79.4%) students who are classified as minority. There are also critical shortages in STEM fields and high percentages of out-of-field teachers (e81). The proposal is explicit in working toward that focus (e59-e60).

iii. The applicant has provided documentation of the adequacy of support for facilities, equipment, supplies, and other resources (e60-e61). For example, the applicant will fund the five new position listed in the Management Plan. This is a strong commitment to the project and will serve well to sustain the program post-funding (e60-e61). BCPS will provide in-kind support through Academy orientation and allocation of facilities associated with the Induction Program.

The applicant and partnering district will work together to adequately collect the qualitative and quantitative data such as performance scores needed to evaluate the success of the program (e61).

Weaknesses:

i. Although a narrative exists discussing a requested waiver for the 100% Match Requirement, there is no signed letter requesting that waiver (e95; e142).

ii. It is unclear where funds to continue this program past the funding period will be coming from. Some programs such as the enhanced teacher preparation committee and many of the recruitment activities are front-loaded and will need little funding and some coordinated personnel efforts. Other programs such as the residency year and the induction activities will require more time and funding to make sustainable. The applicant would benefit from supportive documentation that explains the funding mechanisms that will allow these activities to continue (e60-e65).

iii. No weaknesses noted.

Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation**1. In determining the quality of the evaluation, the Secretary considers:**

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

i. The applicant has contracted with an outside evaluator that appears to be well qualified through knowledge and experience to manage a project of this size. The group has evaluated other large DOE and NSF projects (e62-e63). The team will use a mixed methods approach of quantitative and qualitative investigations. IRB guidelines will be followed,

which should ensure subject compliance.

ii. A thorough Evaluation Process and Measures plan for evaluating this project is provided from recruitment to induction (e65-e67). Goals and Objectives are clearly presented and supported by both formative and summative collections of data. Criteria/Types of data, data sources, personnel responsible, and data analysis information are detailed (e64-e67). For example, Objective 4 focuses on high quality teaching. To this end, measures will include both the number of T-PREP teachers who rank as effective teachers on teaching evaluations as well as scores on end of course exams in the STEM areas.

Weaknesses:

- i. No weaknesses noted.
- ii. No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

1. **Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR**
2. **Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."**

Strengths:

The project is designed to train traditional and career changer candidates in the STEM fields. Heightened efforts are being made by the applicant and the district to integrate technology through a Career Technical Education focus in many aspects of teacher preparation. The district is providing incentives for their teachers to receive a certificate in business Education 6-12 (e52-e53).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. **Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

Strengths:

Recruitment is a key element of this proposal. High school students from the partner district and career changers will be recruited and provided knowledge regarding the teaching field through seminars and conferences. STEM and computer technology knowledge and skills will be infused into teacher preparation coursework and clinical experiences. Following a year-long residency program, certified novice teachers will be engaged in a two-year induction experience at the partner schools (e53-e55).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

1. **Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

1. Has never received a grant or sub-grant under the TQP program; and
2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and
3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.

Strengths:

BC has never received a grant under this funding opportunity as either a sole applicant or as a member of a partnership or consortium (e55).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

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Technical Review Coversheet

Applicant: Broward College (U336S180034)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Services		
1. Project Services	15	13
Quality of Project Design		
1. Project Design	40	39
Quality of the Management Plan		
1. Management Plan	25	23
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	100	92
Priority Questions		
Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	3
Novice Applicant		
1. CPP 3	2	2
Sub Total	8	8
Total	108	100

Technical Review Form

Panel #1 - Teacher Quality Partnership - 1: 84.336S

Reader #2: *****

Applicant: Broward College (U336S180034)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

(i) Broward College will partner with Broward County Public Schools to deliver the project, T-PREP, a program with a focus on improving the number of qualified STEM teachers in the partner district. Broward County Public Schools is the sixth largest district in the nation, and also high-needs (e20). It is clear that the project lead, Broward College, is working to meet the needs of their partner district (e20-21); this collaboration is designed to maximize the effect of project services by including the district's input in each phase of project planning and delivery.

(ii) The applicant offers strong evidence in support of the proposed work (e.g., footnotes on e26 and e27). Specifically, their focus on contextualized curriculum and differentiated instruction are well supported in the application. For example, on e25 the applicant describes the project's aim to transform Broward College's teacher preparation program(s) from relying on formulaic approaches to teaching toward more individualized approaches.

(iii) The applicant outlines specific information in support of the project's likelihood of improving practice for those teachers who participate in T-PREP (e31-e32). For example, the T-PREP program is designed to offer 1,200 additional hours of field experience and mentoring in an effort to reduce teacher turnover and improve teacher preparation (e31).

Weaknesses:

(i) The applicant does not make clear what the school district's role will be in developing and designing the program activities to be conducted under T-PREP. For example, the applicant presents information on a pre-existing collaborative effort, but it's not clear that the district will have a strong voice in shaping the work ahead (e79).

(ii) No weaknesses noted.

(iii) No weaknesses noted.

Reader's Score: 13

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of:

(i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)).

(ii) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable;

(iii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition.

Strengths:

(i) The applicant offers a strong rationale presented in multiple formats (e.g., table, logic model, and Figure A (e32; e34). For example, the applicant, as a community college, is well-positioned to attract mid-career students who are looking for a change of career, and for whom education may be an appealing option (e33, e36-e37). The projects intense focus on residency and induction are elements of the program that should help aspiring teachers be better prepared for the realities of working in K-12 classrooms (e33).

(ii) The applicant provides clear details on the project's objectives and how they will be measured (e47-e48). For example, with regard to objective four which specifies an increase in students' performance on state assessments of end-of-course exams, for those students whose teachers participate in T-PREP (e48), the applicant states that data from the BCPS Instructional Evaluation System will be used to assess participants' continuous improvements.

(iii) Because the applicant is partnering with the sixth largest district in the nation, and working to improve the numbers of STEM-ready teachers for that district, this approach will provide results that will continue to impact STEM teaching and learning in Florida beyond the duration of the funding period (e20, e23, e24). The primary way this will be accomplished is by increasing the number of highly-qualified STEM teachers who are employed in the partner district (e23).

(iv) Because the applicant offers a clear definition of "residency" along with details on what this experience will entail for aspiring teachers who participate in T-PREP, this application offers a plan that moves beyond the norm for teacher training. Having a clear vision of the project components, along with the use of components that are well-grounded in evidence (e.g., residency and extended induction, e26 and e27) is a promising and exceptional plan for improved STEM teaching and learning outcomes.

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) The applicant does not provide any evidence for financial supports available beyond the grant funding period, so it is not clear how the work proposed might be continued beyond the funding cycle (e42-e43).

(iv) No weaknesses noted.

Reader's Score: 39

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Strengths:

(i) The applicant outlines a clear plan of responsibilities and a timeline (e.g., e56 and e57) with several positions identified that will be new-hires for this work (e.g., Project Director, Education Pathway Recruiter). These new employees, project objectives, and timeline are all clearly linked and articulated in Table 5 (e57-e58). For example, the evaluator will update the needs assessment, and the university faculty will work to improve the teacher preparation programs (e57-e58).

(ii) Because the work outlined in this proposal includes generating a cadre of well-trained STEM teachers who will be placed in the partner district, the potential for the project purposes and benefits beyond the funding cycle are strong (e20); the partner needs assessment indicates a strong need for more STEM teachers, so by increasing the number of STEM teachers available for employment in the partner district, the applicant will create outcomes that pay dividends beyond the funding cycle.

(iii) Adequacy of support is outlined by the applicant that provides details on which persons and partners are involved in the execution of these tasks (e60).

Weaknesses:

(i) No weaknesses noted.

(ii) The applicant requests a waiver but they do not provide an official letter in request of the waiver (e95).

(iii) Beyond the staffing plan, the applicant does not offer sufficient detail in the "Adequacy of Support" so that it is clear how substantive the support from each major participant in the partnership will be; for example, the applicant states that "BC will dedicate the appropriate resources to support this initiative" but does not explain in detail what this would look like if the grant is awarded (e60-e61).

Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers:

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

(i) The applicant provides a strong evaluation plan that specifies a concurrent mixed-methods approach, which should provide the project team with sufficient evidence for both formative and summative findings (e62, e65, e66). For example, the evaluation plan mentions semi-structured interviews, portfolio appraisals, as well as focus group discussions (e63).

(ii) No strengths noted.

Weaknesses:

(i) No weaknesses noted.

(ii) The Evaluation Process and Measures table (e65-e66) details data collection efforts that capture only part of what the evaluation plan suggests is needed. For example, in the table outlining the data collection activities and timeline, there is no evidence of the concurrent mixed-methods approach, but rather a singular focus on quantitative data. The data collection activities, once specified alongside a timeline, do not make any mention of portfolio appraisals, focus group interviews, individual interview, etc. (e65-e66). The data sources and plan for analysis offer an approach that is neither mixed methods, nor concurrent (i.e., linked quantitative and qualitative data collected from the same participants).

Reader's Score: 17

Priority Questions**Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science**

- 1. Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

- 1. Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR**
- 2. Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."**

Strengths:

The applicant outlines a plan for T-PREP, an educator preparation program that will increase the numbers of highly-qualified STEM teachers in Broward County Public Schools, the sixth largest district in the nation. The project team plans to target 25 teacher candidates per year, and include a focus on computer science as part of their training regimen (e33). The applicant provides a logic model that includes the project's goals, inputs, and outputs (e97).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

- 1. Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

Strengths:

The applicant outlines a plan for T-PREP, an educator preparation program that will increase the numbers of highly-qualified STEM teachers in Broward County Public Schools, the sixth largest district in the nation. The project team plans to target 25 teacher candidates per year, and include intensified coaching and mentoring both during and after teachers are trained in the T-PREP program (e53).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

1. **Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

1. Has never received a grant or sub-grant under the TQP program; and
2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and
3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.

Strengths:

Broward College has never applied for a TQP grant before (e55), and thus is considered a novice applicant.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

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Status: Submitted

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Technical Review Coversheet

Applicant: Broward College (U336S180034)

Reader #3: *****

	Points Possible	Points Scored
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Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	3
Novice Applicant		
1. CPP 3	2	2
Sub Total	8	8
Total	108	102

Technical Review Form

Panel #1 - Teacher Quality Partnership - 1: 84.336S

Reader #3: *****

Applicant: Broward College (U336S180034)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

(i) The application clearly demonstrates that the partners, a college (with a highly diverse population) and teacher preparation program, will partner with a high needs district (6th largest in the country), and high-needs secondary schools within the district. The diverse populations of the partners are similar which helps to achieve the program's goals (e 22-24).

(ii) The proposal provides a comprehensive list of references (14 different references) to show that their project is based upon evidence-based research and practices. Based on identified research; components such as recruitment of teacher candidates, training of selected mentor teachers, differentiated instruction, continued support of credential seekers, and hiring/retention of new teachers are fully addressed in the application (e24-30).

(iii) The applicant fully addresses the training and professional development component of the project services by increasing the classroom practicum to one year, providing early field work experiences as students attain their associate in arts degree, in the program leading to the 4-year degree, additional education courses, a year-long residency program (which weekly consists of four days of classroom work, and 1 day of teacher education seminars) and continued mentoring during the two-year teachers' induction period. Each of these components provides a way to increase teacher performance (e31-32).

Weaknesses:

(i) In order to be a complete partnership, all relevant stakeholders need to be involved in the development of a plan to address high quality STEM education in high needs schools.

There appears to be a lack of inclusion of the LEA in terms of planning for the grant. The applicant did not mention collaboration between the IHE and district leaders and teachers for the purposes of planning the project services in the grant proposal (e55-59).

(ii) No weaknesses noted.

(iii) No weaknesses noted.

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of:

(i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)).

(ii) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable;

(iii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition.

Strengths:

(i) The rationale for the project is clearly demonstrated in the application. The proposal indicates that the recruitment strategies for teacher candidates for high needs schools, improved undergraduate teacher ed programs, and support for differential instruction will lead to improved hiring/retention of diverse teachers. Additionally the applicant indicates that having high quality subject knowledge and pedagogy will also lead to better minority student achievement levels (e32-33).

(ii) The applicant includes a thorough list as to how goals, objectives, and outcomes can be provided and measured (e47-48). In Table 2, the applicant states that all objectives will be met by the end of the grant period. The first objective states that 80% of participants in recruitment activities will choose to enter the proposed teacher education program. Outcomes are listed after each objective. One of the outcomes addressing recruitment is that there will be a 25% increase in number of the mid-career changers who enroll in the alternative certification pathway due to the project.

(iii) The applicant provides adequate evidence in which to build capacity by providing early recruitment strategies (summer bridge program), support through early field experiences, test preparation assistance, financial aid, coaching and mentoring. Established practices can be in place after the grant period ends (e35-36). For example, during the grant period, teacher education will be revised. The revised curriculum would still be in place after the time period of the grant.

(iv) This application provides an outstanding approach to the priorities for the grant. A redesigned teacher pathway provides ways to prepare a diverse population of well-prepared teachers ready to teach in high needs schools through training and support throughout their entire teacher preparation time-frame (e31-32).

Weaknesses:

(i) No weaknesses noted

(ii) No weaknesses noted

(iii) The budget proposal only includes federal money for training during the grant period – there is no money allocated from non-federal funds during the grant. The application does not provide a plan for the use of training money after the grant period ends (e7-8).

(iv) No weaknesses noted

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Strengths:

(i) The authors of the management plan have created a comprehensive blueprint for achieving the objectives of the project. These include specific timeline responsibilities and activities to help recruit and train new, highly qualified teachers in STEM areas. These objectives include recruitment, teacher preparation and residency, induction, preparation of high quality teachers, and evaluation/continuous project improvement (e55-59).

(ii) The application provides complete evidence that elements of the project such as: a restructured teacher preparation program, targeted recruitment, early field work, as well as training in differentiated and conceptualized instruction will be able to be ongoing after the end grant funding (e59-60). The restructured teacher prep program would already have been created and in use, the procedure to target recruitment would be in place, and as part of the restructured curriculum, differentiated and conceptualized instruction would be able to continue.

(iii) The support donated by the IHE to the project includes an extensive list of items, such as: equitable access on campus (e13), a leadership team to ensure implementation of the project, facility spaces, a redesigned teacher preparation plan, curriculum revisions, faculty experts, and an existing academic success center (on campus) (e60-61).

Weaknesses:

(i) Although the application with a request for a waiver was provided, the proposal lacked the actual letter. (e95)

(ii) No weaknesses noted

(iv) No weaknesses noted

Reader's Score: 24

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers:

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

(i) The applicant provides adequate evidence in describing the evaluations which will be used in order to assess effectiveness of teacher preparation and impact of teacher preparation in the classroom. The Principal Investigator and external evaluator will collect formative (quarterly) and summative (annually) data This provides reasons to see whether or not the program is on track, and if not, allow for on-going revisions to the project based on collected results (e61-63).

(i) The proposal includes a comprehensive list of data collection methods in order to support the goals of the project. Some of the parameters to be measured include: interviews regarding teacher placement, surveys regarding residency and induction programs, teacher evaluation (residency and induction); STEM teacher preparation, enrollment numbers in teacher program recruitment (diverse cohorts) and retention, and increased growth in pre-college achievement data (e63-67).

Weaknesses:

(i) There is a disconnect between the table describing evaluation processes and measures (Table 6) and the previous written description of what was to be measured. The summarization table lacks information regarding qualitative data (e 62-66).

(ii) No weaknesses noted.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

- 1. Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

- 1. Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR**
- 2. Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."**

Strengths:

In order to develop a strategy for the grant proposal the applicant cited research regarding the need for workers in STEM fields, and the need for technology infused in STEM- related jobs (Moving STEM Forward: Strengthening STEM in Today's Classrooms, Information Technology Industry Council. 2016; and Information Technology & Innovation Foundation 2016). The proposal provides convincing evidence that the project will address the need for diverse, highly qualified STEM teachers by revising STEM content for the teacher preparation program; infusing technology throughout teacher planning; and the development of a new certification area for computer science in the Business 6-12 area (e52-53).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

- 1. Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

Strengths:

The application presents thorough evidence for a plan to recruit and retain effective and diverse educators through early recruitment strategies, including Summer bridge training, existing high school urban teachers' academy at two high needs schools, and Associate in Arts program seminars. IHE support also includes academic coaching for undergraduates so that they are qualified for the educator pathway, mentor and coach training, extended coaching and mentoring plans for residents and new teachers (e53-55).

Weaknesses:

No weaknesses noted

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

- 1. Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

- 1. Has never received a grant or sub-grant under the TQP program; and**
- 2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and**
- 3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.**

Strengths:

The application has provided evidence that they are a novice applicant. (e11, 15, 55)

Weaknesses:

No weaknesses noted

Reader's Score: 2

Status: Submitted

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